

**MANSFIELD PUBLIC SCHOOLS**  
**Progress Report**  
**Grade 4 – November 2014**

**Reading to Understand**

Students read a wide range of texts for a variety of purposes in grade four. During this marking period, they have been working on decoding, fluency, vocabulary and comprehension skills and strategies. They are expected to recognize and apply knowledge of phonetic patterns and irregularities; know short and long vowel sounds; r-controlled vowels; and syllabication rules taught. They apply these skills when reading in order to monitor and self-correct for accuracy. Fluent and accurate reading with minimal repetitions, errors and self-corrections is expected. Students read at an appropriate rate when reading orally and/or silently, and use appropriate intonation and phrasing. Vocabulary development is on-going. They read, explain and use grade-level vocabulary, including content area words. They incorporate and recognize new vocabulary in reading and speaking, infer word meaning from context clues, and identify and use words that have multiple meanings. Students are expected to explain common homophones; use adjectives correctly and infer word meanings from common roots, prefixes, suffixes and derivations. Independent use of a variety of comprehension skills and strategies is expected at grade four. Monitoring comprehension and correcting misunderstandings; and interpreting, analyzing and evaluating text in order to extend meaning and appreciation is an expectation. Students provide text supported oral and written responses that indicate understanding. Study skills such as using text features, organizing information, and using various reference materials are taught.

**Writing to Communicate**

During the first marking period, students are writing in a variety of modes for different purposes. Students write opinions, informative/explanatory pieces to examine a topic, and/or write narratives to develop real or imagined experiences. Students compose pieces that are organized, elaborated, and fluent. They are expected to use vocabulary appropriate to the intended audience. Knowledge and use of editing and revising skills will improve writing. Students revise pieces in the areas of organization, fluency, and elaboration. They are also expected to identify and use words appropriate to the type of text and purpose, and to incorporate a variety of sentence types and structures when drafting and/or revising.

**Mathematics**

The year starts with a review of key multiplication and division skills and concepts from grade 3, including interpreting products and quotients of whole numbers; solving story problems using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; finding the unknown number in a multiplication or division equation; applying properties of operations as strategies to multiply and divide; and being fluent with multiplication and division facts within 100. A focus on multiplicative comparison helps students to understand and solve problems like "Draw a line that is 2 inches long. Now draw a line that is three times as long." Students continue to build on this foundation as they work with multi-digit multiplication and early division. They use base ten area pieces to physically model and solve single and double digit multiplication problems. Since multiplicative reasoning is the major focus in grade 3-5, students continue to deepen their understanding of the operations of multiplication and division and how they relate to one another. Students must determine the reasonableness of their answer thus further developing their understanding of place value. In Number Corner, students worked on fractions and decimals – tenths, fifths, fourths, and halves – shown as parts of a dollar, a 10 by 10 grid, a rectangle divided into 10 parts, and a pentagon divided into five parts. These concepts will continue to be developed as the year progresses.